

Facilitator Resource 2

PARENT/CAREGIVER AND CHILD ORIENTATION

CONTENT AND SCHEDULE

Workshop 1, Sexuality and Values, helps participants clarify, support, and communicate their values about sexuality.

Workshop 2, Images in Popular Culture, helps participants become informed about and aware of how the media portray sexuality.

Workshop 3, Body Image, helps participants explore the concept of body image, understand the diverse experiences people have with their body and its abilities, and consider ways to keep their own body healthy.

Workshop 4, Changes of Puberty, helps participants understand the physical and emotional changes of puberty.

Workshop 5, Gender, helps participants examine the messages they receive about gender. They learn what it means to have a gender identity and about some of the many variations in gender identity.

Workshop 6, Feelings and Attraction, helps participants understand the concept of being romantically attracted to someone else, whether of a different gender or the same gender. Participants learn some of the terms commonly used to talk about sexual orientation, and think about what people may do in a variety of scenarios related to attraction.

Workshop 7, Reproduction and Staying Healthy, covers conception, pregnancy, contraception, sexually transmitted infections, and other possible consequences of sexual activity.

Workshop 8, Decisions and Actions, educates participants about a range of sexual activity, including masturbation and sexually explicit media (pornography). Participants have an opportunity to think about when they would and would not want to engage in certain behaviors.

Workshop 9, Consent and Peer Pressure, helps participants learn how to communicate about consent, to examine situations in which consent is violated, and to identify people in their lives who can offer help.

Workshop 10, Healthy Relationships and Celebration!, helps participants understand the components of a healthy relationship and gives them an opportunity to practice communicating effectively. This workshop includes a celebration for the conclusion of the program.

Our Whole Lives: Sexuality Education for Grades 4–6 program meetings will be held on the following dates and times:

Workshop 1: _____	Workshop 6: _____
Workshop 2: _____	Workshop 7: _____
Workshop 3: _____	Workshop 8: _____
Workshop 4: _____	Workshop 9: _____
Workshop 5: _____	Workshop 10: _____

Sexuality and Values

1

OVERVIEW

The workshop addresses the idea that *sexuality* is more than *sex*, and the idea that participants already know a lot about different aspects of sexuality. For example, participants likely know some things about friendships, family relationships, biological sex, gender identity, gender roles and expectations, stereotypes based on gender, dating and adult relationships, affection, intimacy, and how people enjoy using their senses and bodies. All these things are aspects of sexuality that the group will explore during the Our Whole Lives program.

Not only do their bodies change in many ways during this time in their lives, but their relationships and feelings go through many changes as well. One way that youth learn about romantic relationships is through the relationships they already have with family and friends.

This workshop emphasizes that each person is unique, with their own perspectives, worldview, thoughts, feelings, and behaviors, and that diversity is a positive aspect of our lives. It is important for each of us to respect one another's differences and to protect and defend our own rights and the rights of others. This workshop focuses on the need for each person to think about their own values regarding relationships, roles, and stereotypes. Participants have the opportunity to practice defending or supporting their positions on an issue when their views differ from those of their friends and peers. Participants also have the opportunity to practice listening to other points of view and recognizing that there is more than one valid perspective on many issues in life. The skills practiced in this workshop are valuable tools for participants throughout the program.

This workshop introduces the Word Bank, which consists of words and definitions that are shared with participants and then posted on a wall. Workshop 1 has several words for the Word Bank; other workshops may have more or fewer. If the meeting space is shared during the week, consider how you will take down the Word Bank and repost it each time your Our Whole Lives group meets.

Keep these three things in mind as you facilitate this workshop:

- Too often, youth experience harassment and bullying. Given the statistics, it is likely that you will have someone in your class who has been or is being abused.
- Body changes and puberty can be especially confusing or anxiety-producing for any transgender or gender-nonconforming youth you may have in your group.
- The Amari and Devin story does not assign gender to any character. Be careful to not assign genders during the discussion. If someone does assign gender by using masculine or feminine pronouns, use it as a teachable moment. Poll the

group to see what gender assumptions have been made to prevent singling out any one participant. Consider asking questions like “Why do you assume this gender for this person?” “How might an assumption of gender influence our or society’s expectation of their behavior?” and “Why can it be hard to not make gender assumptions? Can making gender assumptions be harmful? How can we work to avoid making gender assumptions?” Of course, you should affirm that most of us make gender assumptions all the time and often make additional assumptions about behavior and character on the basis of those assumptions, so it is understandable that assumptions are made about the characters in this story. Still, we examine our gender assumptions as a step toward eliminating gender bias and expectations of conforming to a gender binary system. For more information, see “A Word about Gender-Neutral Names” in the introduction to this program.

GOALS

To help participants:

- understand that sexuality is a large, holistic concept, bigger than just puberty and reproduction
- appreciate themselves for who they are
- clarify their values about some sexuality-related issues
- learn to support and defend their positions on issues
- listen to and consider opposing points of view
- understand the destructiveness of stereotypes and prejudice, and recognize ways to combat discrimination

LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- understand sexuality as a concept encompassing more than just puberty and reproduction
- show appreciation for themselves by naming something about themselves that they like
- start taking, defending, and reassessing their positions on issues of dating, gender roles, friendship, and peer pressure
- start identifying prejudice and stereotypes, and ways of combating discrimination

Time Required: 75 minutes

PREREQUISITE READING

none

WORKSHOP AT A GLANCE

Gathering
Sexuality Overview

10 minutes

15 minutes

Taking Sides	10 minutes
Amari and Devin Story	20 minutes
Prejudice and Stereotypes Discussion	15 minutes
Closing	5 minutes

MATERIALS

- Question Box
- Group Agreements from the Parent/Caregiver and Child Orientation
- newsprint, markers, and masking tape
- cellophane tape, one roll for every two or three participants
- 3 x 5 index cards
- glue or glue stick
- pens or pencils
- paper, one sheet for each participant
- optional: supplies for decorating the Question Box
- Handout 5, Word Bank List
- Facilitator Resource 3, Circles of Sexuality
- Facilitator Resource 4, What's It All About?
- Facilitator Resource 5, Which Side Are You On?
- Facilitator Resource 6, Amari and Devin
- HomeLink 1, Sexuality and Values

PREPARATION

- Look over the Workshop Plan and decide together how to share leadership responsibilities.
- If you do not have the Question Box from the Parent/Caregiver and Child Orientation, make another one. Use a box with a lid, such as a shoebox. Decorate it, or, if time allows at the end of the workshop, invite participants to decorate it.
- Post the Group Agreements from the Parent/Caregiver and Child Orientation.
- Label five sheets of newsprint with the following headings: "Sexual Health and Reproduction—Bodies Changing"; "Intimacy—Relationships with Others"; "Sexual Identity—Who Am I, and Who Do I Like?"; "Sexualization—Using Power to Influence or Harm"; and "Sensuality—Feelings about Myself and My Body." Post the labeled newsprint sheets around the room where they are visible to all participants.
- Review and prepare the Word Bank words and definitions for Workshop 1 from Handout 5, Word Bank List, used in the Parent/Caregiver and Child Orientation. You may cut them out from your copy or, if you want bigger print, enlarge them with a photocopier. Glue onto individual index cards the words and definitions that will be added to the Word Bank as you lead the workshop.
- Draw and label the circles of sexuality from Facilitator Resource 3, Circles of Sexuality, on a piece of newsprint. You will use this poster throughout the program. (See Facilitator Resource 3 for instructions.)
- Cut out the phrases from Facilitator Resource 4, What's It All About?, and glue them onto index cards.

- Prepare a Word Bank poster or bulletin board that the word and definition cards can be attached to and that can be displayed at every workshop.
- Choose three or four statements from Facilitator Resource 5, Which Side Are You On?, that you think are appropriate for the children in your group.
- Make copies of HomeLink 1, Sexuality and Values, for each participant.

Workshop Plan

10 minutes

GATHERING

1. Welcome the children individually.
2. When everyone has arrived, gather the group into a circle. Refer them to the Group Agreements from the Parent/Caregiver and Child Orientation, which you have posted. Remind the group of three of these agreements in particular:
 - One person talks at a time—everyone else listens.
 - No one has to talk. You can always choose to pass if you do not wish to share.
 - No put-downs or making fun of others.
3. Show the group the Question Box and explain that it is an important part of the program. Encourage participants to use it to ask any questions about sexuality that they have at any time, especially those they may not feel comfortable asking in front of the group. Explain that you will pass out index cards and pencils or pens at the end of each workshop and will ask each person to write a question related to the workshop or the program. Tell them that they should not put their name on the card, and that if they have no questions, they should write something anyway. Say that at the beginning of each workshop, you will respond to questions from the previous week.
4. Give a brief overview of the concept of the Word Bank. Explain that words and their definitions will be added throughout each workshop. Add that if participants hear any other word they do not understand, they can tell the facilitators, and that word can be added to the Word Bank. Participants can ask about words during class or by using the Question Box.
5. Give a brief overview of this workshop.

15 minutes

SEXUALITY OVERVIEW

1. Explain that sometimes people hear about a program about sexuality and they have feelings about it. Ask participants what they think they will learn in *Our Whole Lives*. Validate their ideas (e.g., “Yes, lots of classes for people your age are about body changes”).
2. Add four words—*puberty*, *reproduction*, *pregnancy*, and *gender*—to the Word Bank, together with their definitions. Let participants know that you will talk about these more throughout the program.
3. Explain that *Our Whole Lives* focuses on the idea that sexuality is something that people have from the moment they are born, sort of like skin. It is not a thing you get when you reach a certain age, like a present, or like body

changes. Show the youth the labeled sheets of newsprint and give a brief explanation of each, using the information in Facilitator Resource 3, Circles of Sexuality.

4. Have participants find a partner, or put them into pairs or trios. Give each pair or trio a few of the index cards containing phrases from Facilitator Resource 4 and a roll of tape. (You could also distribute cards one at a time, providing a new card as old cards are posted.) Ask them to decide together which circle each card belongs on and to tape the card to that circle. Explain that there can be many good answers, so if they do not know or do not agree, they should just pick one.
5. Have participants sit down when they are finished.
6. Go to the first sheet of newsprint, read what is posted there, and ask whether any cards might go in other categories as well. Acknowledge the children's thinking. Provide accurate information and facts as needed, especially if a participant shares something that is incorrect. Do this for each sheet of newsprint. This activity may take longer than 15 minutes if discussion is lively; adjust other elements of the workshop accordingly.
7. Process the activity by asking:
 - How easy was it to decide where to put the phrases?
 - What did you learn?
8. Conclude this activity by saying that everyone in the program is important and can make valuable contributions to the group's learning, in their own way. Invite the youth to turn to their partner (or the other two in their triad) and briefly share one thing they like about their own personality or something they can do well, whether in this program or in another setting. Remind them that no one has to share anything they do not want to share. Tell the listeners to thank each person after they have shared.

TAKING SIDES

10 minutes

1. Tell participants that this activity will help them think about their values about dating, gender roles, and relationships with family and friends. Define values by saying, "Values are ideas that are very important to us. One person might value friendship; another person might value good health," and add the word and definition to the Word Bank.

Designate one side of the room as "agree" and the other as "disagree." Explain that you will read a statement. If they agree, they should go to the "agree" side of the room; if they disagree, they should go to the "disagree" side. No one may remain in the middle of the room; everyone must choose one side or the other. Suggest that participants think through their answers silently before moving to a side. For each issue, they will have an opportunity to share why they chose a particular side. After they have shared their positions on an issue, they may change their minds and switch sides, if they wish.
2. Read the first statement you chose from Facilitator Resource 5, Which Side Are You On? When everyone has moved to a side of the room, ask for volunteers on each side to explain why they agree or disagree with the statement.

Remind the group that everyone has the right to pass if they do not want to share why they made their choice. Point out that people on the same side may not have the same reasons for agreeing or disagreeing with a statement. When one side is presenting its explanations, the other side must not interrupt or ask questions.

3. Do this with the next few statements you chose from Facilitator Resource 5.

Note: If it seems like the children are simply following their friends from side to side, stress the importance of thinking for themselves.

4. After one or two people from each side have had the opportunity to present their ideas, if time permits, you may open up the discussion to allow each group to ask questions of the other and respond to the other's questions. Keep the discussion under control by moving on to the next statement after a point has been made once.
5. Summarize the activity by highlighting the values that underlie each statement. Tell participants that many issues—including each one in this activity—have no right or wrong answers; people simply have differences of opinion that are worth listening to.

20 minutes

AMARI AND DEVIN STORY

1. Write the following on a sheet of newsprint: Amari, Devin, Dominique, Amari's cousin.
2. Tell participants that you are going to read them a story about these four people. Read Facilitator Resource 6, Amari and Devin, aloud. Remember to avoid assigning gender to the characters.
3. Hand out paper and pens or pencils to each participant. Ask participants to individually rank the four characters in the order that they like them. The character they like or admire most should be ranked number 1, the character they like second best should be number 2, and so on. There can be no ties. If participants have difficulty, read the story again or summarize the main points.
4. Give everyone 2 minutes to rank the characters. Note: If earlier activities have taken longer than anticipated, save time here by having the whole group vote on how to rank the characters, rather than ranking them individually on paper.
5. Discuss the rankings. Go through the list of characters and ask participants how they ranked a particular character. Ask whether other people agree or disagree. Encourage participants to give reasons for their rankings.
6. Continue the discussion by asking some or all of the following questions, depending on the time remaining in the workshop:
 - What are the characteristics of a good friend?
 - What are some examples of intimacy—emotional closeness—in this story?
 - Is it always better to tell the truth, even if it may hurt someone? What if Amari had told Devin that Amari wanted to cancel their plans in order to spend time with someone else?

- How strong is peer pressure when one person wants to be friends with another?
- What do you think about the cousin's advice to only think about yourself and what will make you happy, without worrying about what other people will feel or think?
- Did you notice that no gender was assigned to characters in the story? Why do you think it was written that way?

PREJUDICE AND STEREOTYPES DISCUSSION

15 minutes

1. Remind participants that they have talked about how people can have decent qualities as well as mean or disrespectful qualities at the same time. Also, no two people are alike; everyone is unique and everyone has individuality and worth.
2. With the group's help, define the word *prejudice* and add it and its definition to the Word Bank. If needed, share the definition from Handout 5, Word Bank List. Give some examples:
 - That person wears glasses: They must be smart.
 - That kid's clothes are dirty: They must not care what they look like.
3. With the group's help, define the word *stereotype* and add it and its definition to the Word Bank. If needed, share the definition from Facilitator Resource 3. Give examples of some stereotypes:
 - All teens are messy.
 - All girls love to gossip.
 - All boys are into sports.
 - All kids are noisy.
4. Explain that stereotypes are often the result of prejudice, and that prejudice and stereotypes can be based on people's gender, race or ethnicity, culture, religion, age, sexual orientation, physical or mental ability, appearance—just about any characteristic that people have.
5. Summarize by saying that prejudice and stereotypes are harmful. They often lead to discrimination, which means treating people unfairly or unequally on the basis of some characteristic.
6. Ask the group:
 - Has anyone ever said or assumed something about you that was not true because of your appearance, religion, race, gender, or some other characteristic?
 - Can you share something about this experience? How did you feel when you were treated unequally or unfairly?

Note: If participants do not have personal examples, ask them how they think a person who is stereotyped and discriminated against would feel.

- How do people your age show prejudice, stereotyping, and discrimination?
7. Share the definition of *social power* from the Word Bank list, and add the term and its definition to the Word Bank.

8. Summarize the discussion by saying that stereotypes are difficult to challenge because they are everywhere in our culture—in movies, television, radio, music, video games, and books. Ask the group, “What can you do in your daily lives to challenge stereotypes and prejudice?” Invite responses from each participant.

CLOSING

5 minutes

1. Pass out index cards and pencils, and ask each participant to write an anonymous question and then drop the card in the **Question Box**. If participants have no questions, they should either write a comment about today’s workshop or write, “I have no questions.” Stress that everyone needs to write something.
2. Distribute HomeLink 1, *Sexuality and Values*. Ask participants to share it with their parents/caregivers and to work on it with them before the next workshop. Ask participants to bring their HomeLink to the next workshop and be ready to share. Encourage them to talk about today’s workshop with adults and others in their families.

FACILITATOR REFLECTION AND PLANNING

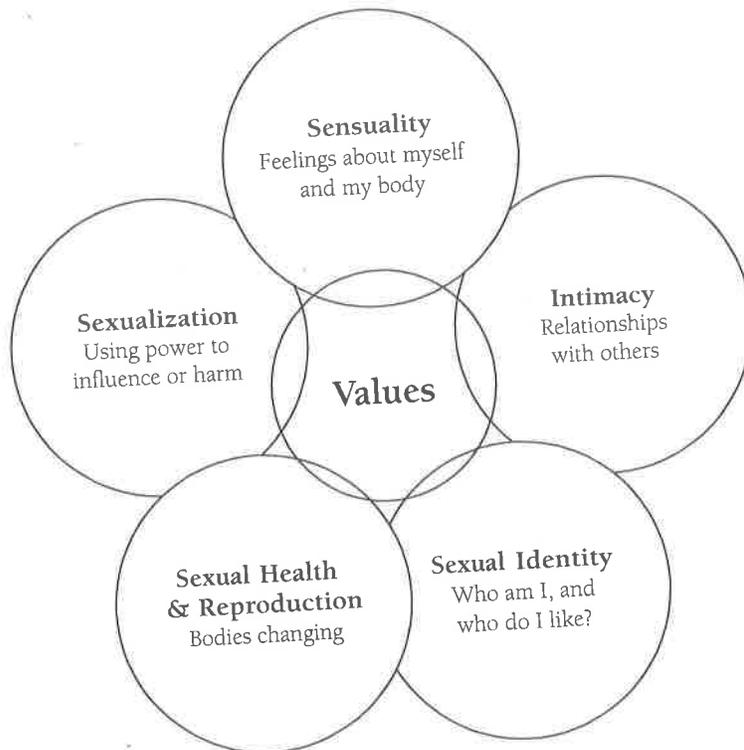
Reflect on these questions and discuss them with your co-facilitator:

- How do I feel about the experiences of today’s workshop?
- What can I learn from leading the activities of this workshop?
- What do I need to do to prepare for the next workshop?

Facilitator Resource 3

WORKSHOP 1

CIRCLES OF SEXUALITY



"Circles of Sexuality," adapted from *Life Planning Education*, 1995, Advocates for Youth, Washington, DC, www.advocatesforyouth.org, based on the original work of Dennis M. Dailey, Professor Emeritus, University of Kansas.

The following information will help you briefly explain each circle to the young people.

Sexual Health and Reproduction—Bodies Changing

People your age often experience a lot of body changes in a short amount of time. Bodies are getting taller, people gain weight, and bodies start releasing *hormones*—chemicals that make other things happen, such as hair growth and changes in body shape. The time in a person's life when their body is changing from a child body to an adult body is called *puberty*. During this time of big growth and change, it's important to keep up with your medical check-ups, get enough sleep, eat healthy foods, and understand the changes your body is going through, what they mean, and how to stay safe and healthy.

Reproduction is the natural process that produces babies, young animals, or new plants. In humans, this is the process that people commonly refer to as "how babies are made." Pregnancy is the time when a person is carrying an embryo or fetus inside their uterus.

Intimacy—Relationships with Others

Bodies aren't the only things changing at your age. Feelings can change, too. People often start to develop "crushes," or intense feelings for another person, which can come and go. Friendships may change, and young people can start to feel differently about their parents/caregivers. These types of feelings are part of *intimacy*, which means emotional closeness with another person.

Sexual Identity—Who Am I, and Who Do I Like?

Gender is a person's feeling or sense, in their mind or heart, of whether they are a boy or a girl, a man or a woman, a combination of both, or neither. For most people, the gender they were assigned at birth matches the sex of their body; for others, their gender and the sex of their body don't match up in the usual way. This can be challenging at any age, especially while bodies are changing. Young people may also start to feel more strongly about whether they like the same gender, other genders, more than one gender, or no gender. *Sexual identity* refers to a person's sense both of their own gender and of whom they may be attracted to.

Sensuality—Feelings about Myself and My Body

Human beings usually have five senses—touch, smell, hearing, sight, and taste—that help us, for example, listen to sounds, enjoy eating, and respond to touch, such as hugs and kisses. We also have imaginations and feelings. *Sensuality* describes how we use our senses and imaginations to enjoy our own bodies and other people's bodies. It's important to know what feels good and how to talk to people about what you don't enjoy, which might mean saying that you don't want to give someone a hug or a kiss. It's also important to learn how to respect other people's feelings about their bodies.

Sexualization—Using Power to Influence or Harm

Advertising companies use a lot of messages and images to try to influence your ideas of what is attractive. Sometimes people will misuse their relationship with someone to touch them in inappropriate ways or abuse them. People also sometimes use their social, emotional, or physical power to bully or harass others in ways that relate to aspects of their sexuality. *Social power* is the influence some people have over their friends or others. Sometimes they use it to encourage people to do things, even if those things might hurt or embarrass someone else. These are unhealthy, hurtful ways to use social power. *Social power* may also be used to encourage people to do things that are kind and helpful, and that is a healthy use of social power.

Values

Values are ideas that are very important to us. One person might value friendship; another person might value good health. Every aspect of our sexuality is affected by our values, our family's values, our friends' values, and our culture's values. Sometimes these values are similar and compatible; sometimes they are not compatible. This program will help you explore your values about sexuality and will encourage you to talk about them with your parents or caregivers and other people who are important in your life.

Facilitator Resource 4

WORKSHOP 1

WHAT'S IT ALL ABOUT?

Make two photocopies of this page. Keep one for reference. On the other, cut out and glue the following sentences onto 3 x 5 cards. Do not include what is in the parentheses—that information is for your use only. (Although there are no wrong answers in this activity, the parenthetical information provides suggestions if participants need help.)

Friendships start to have ups and downs.

(Intimacy—Relationships with Others)

I am a girl, and I like girls.

(Sexual Identity—Who Am I, and Who Do I Like?)

I feel like a boy, but my body looks like a girl's.

(Sexual Identity—Who Am I, and Who Do I Like?)

I am a boy, and I like girls.

(Sexual Identity—Who Am I, and Who Do I Like?)

I may get an HPV vaccination.

(Sexual Health and Reproduction—Bodies Changing)

My parents or caregivers talk to me about reproduction and staying healthy.

(Sexual Health and Reproduction—Bodies Changing)

I never used to get pimples, but now it seems like I have a new zit every day.

(Sexual Health and Reproduction—Bodies Changing)

I feel like a girl, but my body looks like a boy's.

(Sexual Identity—Who Am I, and Who Do I Like?)

Advertisers use their influence and sexy images to try to sell things.

(Sexualization—Using Power to Influence or Harm)

My mood changes all the time—I go from happy to sad, just like that.

(Sensuality—Feelings about Myself and My Body)

I sweat way more than I used to, and it smells really bad.

(Sexual Health and Reproduction—Bodies Changing)

I saw some people snapping someone's bra strap and then laughing.

(Sexualization—Using Power to Influence or Harm)

The shape of my body has changed.

(Sexual Health and Reproduction—Bodies Changing)

My parents/caregivers are SO EMBARRASSING.

(Intimacy—Relationships with Others)

I don't feel attracted to anyone at all.

(Sexual Identity—Who Am I, and Who Do I Like?)

I understand how pregnancy happens, and I can avoid it until I am ready.

(Sexual Health and Reproduction—Bodies Changing)

I enjoy choosing clothing that looks and feels good on me.

(Sensuality—Feelings about Myself and My Body)

I love moving or dancing to the music I like.

(Sensuality—Feelings about Myself and My Body)

I know someone who misuses their relationship power and is abusing someone else.

(Sexualization—Using Power to Influence or Harm)

I know someone who uses words to bully someone else because of their body size, shape, gender, or orientation.

(Sexualization—Using Power to Influence or Harm)

I wasn't invited to a friend's birthday party.

(Intimacy—Relationships with Others)

I get enough sleep.

(Sexual Health and Reproduction—Bodies Changing)

Someone sent me a naked picture on my phone.

(Sexualization—Using Power to Influence or Harm)

I have a crush on someone.

(Intimacy—Relationships with Others)

I really like the smell of a certain shampoo or body wash.

(Sensuality—Feelings about Myself and My Body)

Facilitator Resource 5

WORKSHOP 1

WHICH SIDE ARE YOU ON?

- Anyone, no matter what gender, should be allowed to try out for any sports team.
- Parents/caregivers should know all their children's passwords, so they can monitor their children's use of cell phones and the Internet.
- It's okay for a boy to cry when he feels sad.
- Only people who are married or in lifetime partnerships should have sex.
- I would rather be really rich than really good-looking.
- It's important for my best friend to have the same views that I have on most things.
- People our age are too young to date.
- Girls shouldn't be so emotional.

Facilitator Resource 6

WORKSHOP 1

AMARI AND DEVIN

As you read the following story, stop periodically to ask the bulleted questions and invite the group to respond. Remember to maintain the gender neutrality written into the story.

Devin and Amari are best friends and classmates who spend time with each other almost every day, after school and on weekends. One day, Dominique invites Amari to come over and play. Amari really likes Dominique and would like to become friends. Amari lies to Devin and says that they can't get together that day because of a doctor's appointment.

- What do you think about Amari lying to Devin about the doctor's appointment?
- What could happen to Amari's friendship with Devin?

Amari has a great time with Dominique. Dominique has all sorts of really cool stuff, and Amari decides to spend more time with Dominique. Dominique even helps Amari with their reading homework, which has been challenging sometimes for Amari.

One day, Dominique says to Amari, "By the way, why do you hang around with Devin? Devin is so weird. Nobody likes to hang around with someone like that. If you keep hanging around together, you're not going to have any other friends. Besides, I already got a text from someone asking me if you two are a couple."

- What do you think about what Dominique said?
- How might this affect Amari's friendship with Devin?

Amari doesn't know what to do. Amari and Devin have been best friends for a long time, but Amari also wants to be friends with Dominique, who has sure helped with the challenging reading stuff. Amari's reading has improved a lot since hanging out with and getting help from Dominique.

Amari decides to ask a sixteen-year-old cousin for advice. Amari explains the situation and asks the cousin what to do. The cousin says, "I don't really know any of these people well enough to give you advice. Do whatever makes you happiest, and don't worry about the other people."

- How helpful is the cousin's advice?
- If you were the cousin, what would you have said?

Amari continues to lie to Devin and to avoid hanging out with Devin. After two weeks, however, Amari really misses Devin. Although Amari and Dominique are still friends, Amari decides that Dominique is not as interesting or as much fun as Devin. Amari tells Dominique that Devin is really a great person, they are best friends, and there's nothing anyone can say that will make Amari give up a friendship with Devin.

By this time, Devin has figured out that Amari has been lying to keep from getting together. When Amari tries to apologize and tell Devin that Devin is really Amari's best friend, Devin walks away. Later, Amari gets a text from Devin saying, "I don't want to have anything to do with you ever again." When Amari tries to talk to Devin the next day at school, Devin walks away and refuses to talk. Later, Devin texts a bunch of their friends saying that Amari gets other people to do Amari's homework, because Amari isn't smart enough to do it alone.

- What do you think about Devin's response to Amari?

HomeLink 1

WORKSHOP 1

SEXUALITY AND VALUES

Part 1

At home, spend some time with at least one adult in your family. (You could also do this with more than one adult, or involve one or more siblings as well.) Take turns completing the following statements:

- The part of my personality I like the best is...
- Something that I do well or that makes me unique is...

Do you see each other the same way? Are there other special talents or things that make you each unique that you had not thought of?

Part 2

Discuss the following questions together:

- Do you use the Internet? What for? How often? Where do you use it?
- If so, what sites do you go to for fun or socializing?
- Which devices do you use to go online (computer, tablet, phone)?
- What kinds of messages do you see about gender, stereotypes, and prejudice when you are online?

Word Bank Words for Workshop 1

PUBERTY: The time in a person's life when their body changes to an adult body.

REPRODUCTION: The natural process that produces babies, young animals, or new plants. In humans, this is the process that people commonly say is "how babies are made."

PREGNANCY: The time when a person is carrying an embryo or fetus inside their uterus.

GENDER: A person's feeling or sense, in their mind or heart, of whether they are a boy or a girl, a man or a woman, a combination of both, or neither.

VALUES: Strongly held beliefs about what is valuable, important, or acceptable.

PREJUDICE: Making decisions about a person or group of people before we meet them or get to know them. The word comes from "pre-judge."

STEREOTYPE: A characteristic that someone believes is true of a group of people, lumping the group together instead of seeing them as individuals.

SOCIAL POWER: The influence that some people have over their friends or others to encourage them to do things, even things that might hurt or embarrass someone else. Social power may also encourage people to do things that are kind and helpful.